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ABSTRACT

The purpose of this study was to survey student and graduate feelings about the undergraduate psychology curriculum in order to facilitate curriculum revision, to propose student participation in planning, and to improve student advising. The objectives were to determine: 1) the usefulness of the curriculum for graduate study or employment; 2) which courses were most useful specifically for graduate study, social work, or business; and, 3) whether the curriculum would emphasize preparation of the student for graduate study or for varied employment. A 150 item questionnaire requesting information on present activities, future goals, and an evaluation of the courses and educational experience was sent to all 74 psychology majors ever graduated from Wisconsin State University-La Crosse, and 58 present undergraduates. Twenty-seven general questions were included asking how to improve the curriculum, student-faculty relations, and balance in the Department, and inviting opinions regarding student participation in curriculum decisions, a psychology club, and other areas. It was found that the largest group of graduates goes into social work, not psychology; students desired more practical experience, field placement, and more job-related courses with only 21% having persued graduate study; and, student participation, independent study, the club were strongly favored. Tables indicate the usefulness of the individual courses with respect to graduate study, social work, and business. (Author/SBE)

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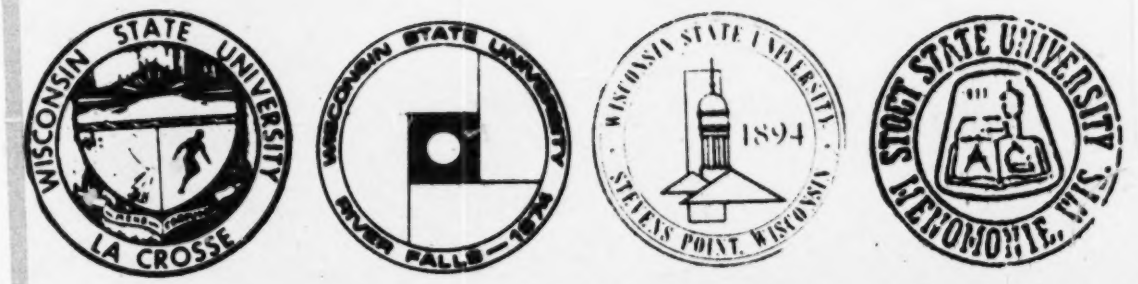

The Wisconsin State Universities Consortium of Research Development

Research Report

A FOLLOW-UP OF PSYCHOLOGY MAJORS GRADUATED FROM THE LA CROSSE STATE UNIVERSITY, 1965-1968 FOR THE PURPOSE OF EVALUATING THE UNDERGRADUATE PSYCHOLOGY PROGRAM

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FINAL REPORT

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A FOLLOW-UP OF PSYCHOLOGY MAJORS GRADUATED FROM THE LA CROSSE STATE UNIVERSITY, 1965-1968 FOR THE PURPOSE OF EVALUATING THE UNDERGRADUATE PSYCHOLOGY PROGRAM

Thomas M. Harris, Ph. D.

Wisconsin State University - La Crosse

La Crosse, Wisconsin 54601

October 30, 1969

U.S. DEPARTMENT OF
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ERIC REPORT RESUME

Title: A Follow-up of Psychology Majors Graduated From La Crosse State University, 1965-1968, for the Purpose of Evaluating The Undergraduate Psychology Programs

Author: Harris, Thomas M.

Institution: Wisconsin State University - La Crosse

Date: October 30, 1969 Contract: CORD Grant No. 505

Retrieval Terms: Curriculum Evaluation, Student Attitudes, Follow-up Evaluation, Employment of Psychologists, Graduate Study by Psychology Majors

Abstract: A 150 item questionnaire on usefulness and improvement of the undergraduate psychology program was distributed to all LSU graduates with psychology majors, plus a selection of undergraduates. Returns from 74 graduates and 58 undergraduates were analyzed. Results were used for curriculum reevaluation and to propose increased student participation in curriculum planning.

I. Introduction

The suggestion for a survey of student and graduate feelings about psychology courses came from a Department discussion on curriculum revision. There were differences of opinion regarding the worth of several courses, especially General Psychology and Human Adjustment and it appeared the best way to resolve the differences was to ask graduates whether they had actually found these courses useful for school or employment.

A second difference of opinion concerned whether the curriculum should emphasize preparation of the student for graduate study or for varied employment. Should students be required to focus on traditional academic psychology areas, research-training and seminar report writing - traditional graduate student skills - or should they survey a broad spectrum of psychology areas with the emphasis, if any, on how psychology could be useful. We also wished to find out if some courses were more useful for students going on to graduate study. going on to social work, or into business. This would help us in advising students interested in these different areas.

II. The Questionnaire

A questionnaire was developed with the primary purpose of measuring (1) the perceived usefulness of each of the courses offered or which might be offered by the Psychology Department; (2) the areas in which the course proved useful; and (3) how the course could have been improved. The questionnaire also surveyed the post-college activities of our graduates and contained 27 general questions about how to improve the curriculum, student-faculty relations, and balance in the Department, and inviting opinions regarding student participation in curriculum decisions, a psychology club and other topics. A copy of the questionnaire is included in Appendix I.

III. Results

Highlights of the results and their relation to curriculum revision are discussed below. A complete report of all results is included in the Appendix.

A. Employment and Graduate Study by Graduated Majors

Psychology became an approved minor at La Crosse State in 1958 and an approved major in 1964. The first psychology major to graduate finished in January 1965, and 78 others graduated between then and January, 1969. Questionnaires were sent to all 79 graduated majors and 48 returned the questionnaire. Questionnaires were also sent to a random sample of 50 graduates with psychology. Fields of employment and graduate study listed by those responding are given in Table I.

Nearly half the majors undertook some graduate study, though only 21% had completed fifteen or more hours at the time of the survey. Three had earned Master's degrees, one in psychology, one in social work, and one in religious education. The most popular area of graduate study was social work, (9 persons), followed closely by psychology (6 persons). Social work was also the most frequent field of employment (17 persons), with management second (7 persons). Only one major out of 48 was currently employed full time in psychology - a psychology instructor at a junior college - although others were preparing to be psychologists. Several female graduates volunteered bitter complaints about the lack of employment opportunities for those with only a BA in psychology.

One result of the study is to make the Department aware that the largest group of our graduates goes into Social Work, not psychology. There is a tendency by faculty to assume that students will follow in one's path, and for the Psychology Department to shape its curriculum to preparing students for graduate study in experimental psychology. We must realize when selecting faculty, advising students or initiating new courses that this is a secondary function and that our primary function is service to sociology and education.

B. Courses Rated "Most Useful" by Graduates and Students

Respondents were asked to rate each course offered or under consideration by the Psychology Department for its overall usefulness and its specific usefulness for graduate study, employment and for homemaking and other purposes. Tables II and III show a brief summary of the courses rated most useful by different groups of respondents and the complete results are presented in the Appendix.

TABLE I. Study and Employment by Majors who Graduated from 1965-1968

A. Graduates who returned mailed questionnaire

Number - 48 Sex: M- 38% (18) F- 62% (30) Status: Married - 62% (30) Single - 38% (18)

B. Graduate Study

1. Further Study - 46% (22)
   Full Time (15+ hours) - 21% (10)
   Part Time - 25% (12)

2. Area of Study
   Social Work - 19% (9)
   Psychology - (6)
   Education, Special Ed. - 6% (3)
   Student Personnel Services - 1
   Community Mental Health - 1

   Psychology -
   Experimental - 3
   Child - 1
   School - 1
   Clinical - 1
   6

3. Degrees: MA - 3

4. Graduate Schools Attended
   U. Wisconsin - 7
   WSU-La Crosse - 3
   Michigan St. - 2
   Colorado St. - 2
   N. Illinois U - 2

   U of S. Florida - 1
   Vanderbilt - 1
   U. Illinois - 1
   College of William and Mary - 1
   Fond du Lac Vocational School - 1
   Ev. Theological Seminary - 1

C. Most Recent Full Time Employment

Social Work - 35% (17)
Management - 15% (7)
Graduate Study - 12% (6)
Military - 8% (4)
Teaching, Special Ed. 8% (4)

University - 6% (3)
Secretary, Clerical - 4% (2)
Housewife - 4% (2)
College Teaching - 1
Job Corps - 1
Police - 1

RATING OF USEFULNESS

Very useful, A Great Help	Quite Useful	Some Relevance	Little Use	Waste of Time
1	2	3	4	5

Rated by:			
All Respondents, N = 132	Respondents in Full Time Graduate Study N=10	Respondent Social Workers, N = 18	Respondents in Management, N = 7
2.1 Child	1.4 Human Learning	1.4 Differences	1.9 General
2.1 Abnormal	1.4 Tests and Measure	1.5 Abnormal	2.0 Industrial
2.2 Seminar	1.7 Experimental	1.7 Child	2.3 Adjustment
2.2 Motivation	1.7 Personality Theory	1.7 Adolescent	2.3 Statistics
2.3 Adolescent	1.8 Research Foundations	1.7 Nature and Needs	2.3 Group Dynamics
2.4 General	1.8 Perception	2.1 Personality	2.3 Educational
2.4 Experimental	1.9 Abnormal	2.1 Group Dynamics	2.4 Child
2.4 Perception	1.9 Motivation	2.1 Project	2.5 Motivation
2.4 Nature and Needs	2.0 Project	2.1 Seminar	2.5 Personality
2.4 Personality	2.0 Nature and Needs	2.3 Adjustment	2.5 Perception
2.4 Group Dynamics	2.0 Educational Psy.	2.3 Experimental	2.6 Adolescent
2.5 Adjustment	2.2 History and Systems	2.3 Perception	2.6 Seminar
2.5 Tests and Measure	2.2 Statistics	2.4 General	2.7 Project
2.5 Individual Project	2.2 Child Development	2.4 Physiological	2.8 Comparative
2.5 Statistics	2.2 Adolescent	2.5 Social	2.9 Experimental
2.6 Individual Differences	2.2 Social	2.5 Educational	3.0 Social
2.6 Human Learning	2.2 Group Dynamics	2.5 Research Found.	3.0 Differences
2.6 Educational Psych	2.2 Comparative	2.6 Human Learning	3.0 Human Learning
2.7 Social	2.3 General	2.7 Tests & Measures	3.4 Tests & Measures
3.0 Industrial	2.3 Physiological	3.2 Statistics	

TABLE II. Most Useful Courses As Rated By Graduates In Different Fields of Study and Employment

RATING OF USEFULNESS

Very Useful, A Great Help	Quite Useful	Some Relevance	Little Use	Waste of Time
1	2	3	4	5

Rated by:			
Graduates, N = 74	Undergraduates, N = 58	Psychology Majors N = 75	Psychology Minors, N = 57
2.0 Child	2.1 Abnormal	2.0 Child	2.2 Seminar
2.0 Motivation	2.2 Industrial	2.0 Abnormal	2.3 Abnormal
2.1 Seminar	2.3 Adjustment	2.1 Motivation	2.3 Statistics
2.1 Adolescent	2.3 Seminar	2.1 Seminar	2.3 Child
2.1 Abnormal	2.3 Statistics	2.2 Adolescent	2.3 Motivation
2.2 Nature and Needs	2.4 Child	2.3 Needs	2.4 Group Dynamics
2.3 Experimental	2.4 General	2.3 Personality	2.4 Adolescent
2.3 Differences	2.4 Testing	2.3 Experimental	2.5 General
2.4 Perception	2.6 Personality	2.3 Project	2.5 Testing
2.4 Personality	2.6 Group Dynamics	2.4 General	2.5 Industrial
2.4 General	2.6 Perception	2.4 Perception	2.5 Perception
2.4 Group Dynamics	2.6 Motivation	2.4 Adjustment	2.5 Adjustment
2.4 Project	2.6 Project	2.5 Testing	2.6 Human Learning
2.5 Human Learning	2.6 Comparative	2.5 Group Dynamics	2.6 Experimental
2.6 Educational	2.7 Adolescent	2.5 Differences	2.6 Differences
2.6 Adjustment	2.7 Educational	2.5 Human Learning	2.7 Project
2.6 Physiological	2.7 Research Foundations	2.5 Educational	2.7 Nature and Needs
2.7 Statistics	2.7 Experimental	2.7 Statistics	2.7 Personality
2.7 Social	2.7 History and Systems	2.7 Social	2.7 Educational
	2.8 Social	2.7 Physiological	2.7 Social

TABLE III Most Useful Courses As Rated By Graduates and Undergraduates, Majors and Minors

Respondents were asked to rate each course - regardless of whether they had taken it or not - and to separately indicate which courses they had taken. Ratings of usefulness for each course were compiled both for the total group and for only those who said they took the course. Tables II and III present usefulness ratings by all respondents, whether they had taken the course or not, while both sets of ratings are presented in Appendix III. The differences in ratings between 'taken' and 'total' were very small in almost all cases. Since many courses are new and few or no students reported taking them, it was judged that the total responses were most useful.

The survey results, including the ratings of usefulness in Tables II and III, have been distributed to all psychology majors at the college and to the psychology faculty and the administration. These ratings and how they might be used by students at the annual psychology majors meeting. They will prove useful to the students and advisors in selecting programs for each student.

The Psychology Department was pleased that all the courses were rated in the useful direction and none were overall rated as of little or no use. There were few surprises in the listings. Generally, courses rated most useful by the different groups of respondents were the ones which would have been recommended to them by their advisors. One surprise was the high rating given the seminar. This course has received little student interest in the past. As a result of this survey, the seminar is being revitalized, more interesting topics suggested and is being pushed by the advisors.

Another surprise was the high rating accorded to Motivation, a traditional course at most universities, but one which La Crosse has never thought useful enough to offer. As a result of this study, it is now being considered and we hope to offer it in the future. Industrial Psychology has not been offered before at La Crosse either, but was rated high by those graduates in management careers. As a result of the survey, it will be regularly offered, starting this spring. Another course previously undervalued by the Department was Research Foundations, rated high by full time graduate students. It has seldom been offered in the past due to lack of interest but will now be regularly offered and will be pushed by advisors.

Two courses that had been under much fire within the Psychology Department were General Psychology and Human Adjustment. Both had been thought of little use and the Department had discussed dropping them or limiting them to nonmajors. A primary purpose

of the survey had been to discover if students also felt this way. However, both courses received high overall ratings and will be kept. Thus, the survey has had important immediate effect on curriculum - although in the conservative direction of not changing it.

C. Difficulty of courses

The perceived difficulty of the ten most popular courses and suggestions for improvement are presented in Table IV. This is the average of ratings of all respondents. On this question, respondents rated only courses which they had actually taken. A breakdown of difficulty scores by subgroups is presented in the Appendix.

As can be seen, all the ratings group close to the neutral point with half the courses rated "a little too easy" and half rated "a little too difficult". The Psychology faculty were surprised to have their courses rated as "too easy" and to have more work requested. Graduates consistently remembered the courses as easier than undergraduates. The most consistent request for improvement of courses was for more fieldwork and demonstrations.

These results have been shared with the faculty and discussed at a department meeting. It is hoped that the faculty have acted to implement the improvements. As a result of the survey, I have assigned more outside readings in two of my courses and scheduled field trips to local mental health facilities in a third.

D. Student Opinions About the Psychology Department

All respondents answered a series of questions about student participation and about improving the psychology program. The average of responses for all respondents are presented in Table V, and a complete breakdown by groups is in the Appendix.

The sense of responsible interest evident in the answers is very encouraging. For example, in questions 1 and 2 students strongly favor participation and independent study, yet reject the abolition of required courses or giving advice on faculty promotions and merit pay. In other questions it is evident that students desire more practical experience and field placement and more specialized job-related courses. The primary student interest is obviously jobs when the graduate and a broad liberal education is merely frosting on the cake to them. The students claimed an interest in a Psychology Club (one flopped when the staff tried to start it three years ago) and volunteered that its major activity should be professional orientation and practical experiences.

As a direct result of the survey, the Department is pushing for student participation and an enrichment program. The Psychology Department has promoted the formation of a student association

and budgeted $200.00 for them to spend in any enrichment program they suggest. We have also surveyed student interest in films and speakers as enrichment activities. We hope the student association will sponsor trips to the Midwest Psychological Association annual convention and to area mental health facilities. We also hope to use it as a vehicle for collecting student views on curriculum reevaluation and selection of Summer Session courses.

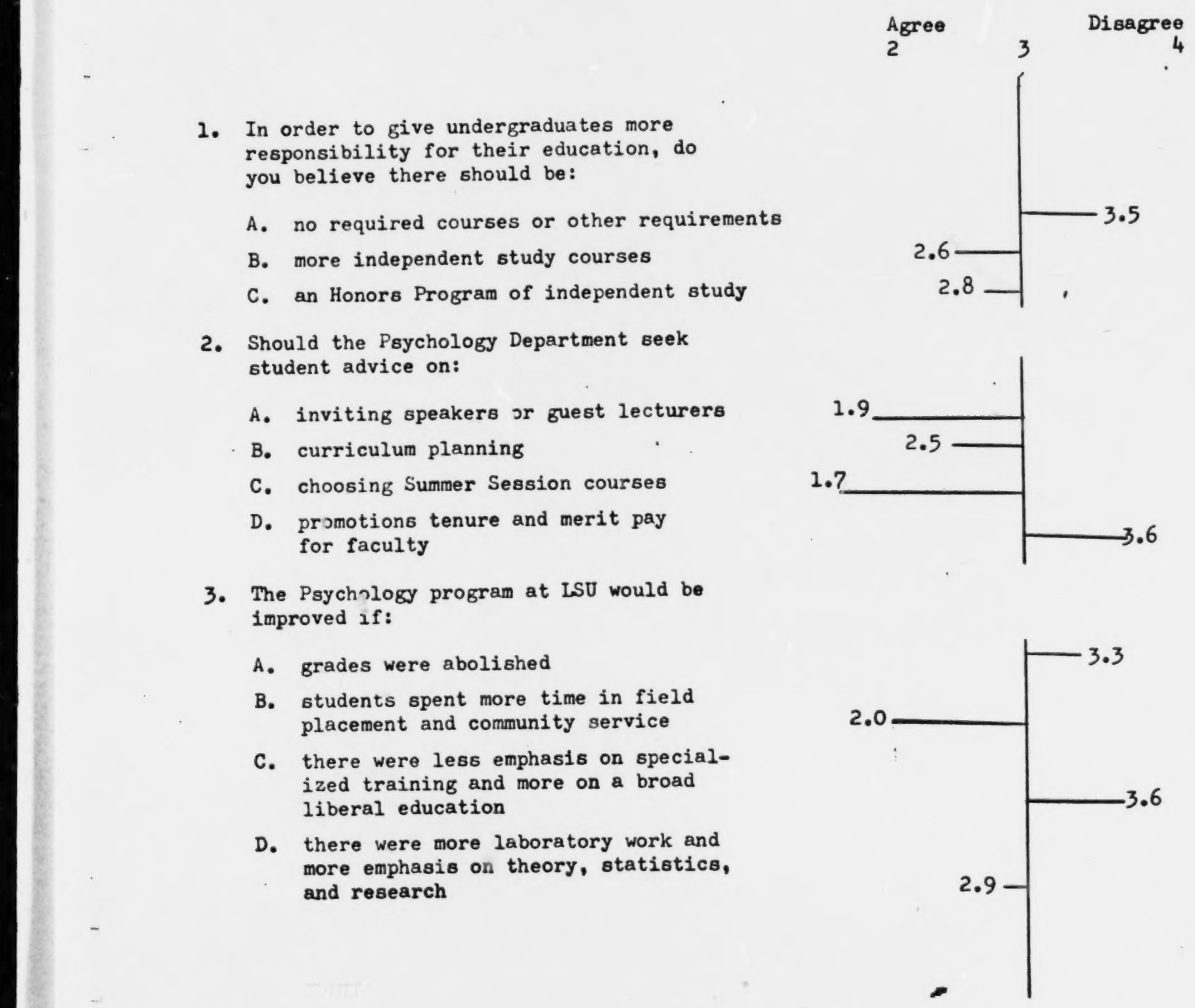
		Too Easy	A Little Too Easy	About Right	A Little Too Difficult	Too Difficult
		1	2	3	4	5

N	Course	Too Easy	Too Difficult	COURSE NEEDS MORE: Additional Reading	Field Wk. Demonst.	Inform., Facts, Ideas
130	General		3.3	23%	41%	33%
124	Adjustment	2.7		23%	44%	38%
60	Educational	2.8		22%	42%	28%
88	Child	2.9		25%	31%	27%
79	Experimental		3.1	13%	18%	20%
82	Differences	2.6		30%	36%	45%
56	Tests		3.0	9%	23%	20%
79	Social		3.1	23%	30%	44%
70	Abnormal	2.7		27%	57%	23%

TABLE IV. Difficulty of Ten Psychology Courses As Rated by All Students Who Took Course

Strongly Agree — Neutral — Strongly Disagree

1 — 2 — 3 — 4 — 5



1. In order to give undergraduates more responsibility for their education, do you believe there should be:

   A. no required courses or other requirements
   B. more independent study courses
   C. an Honors Program of independent study

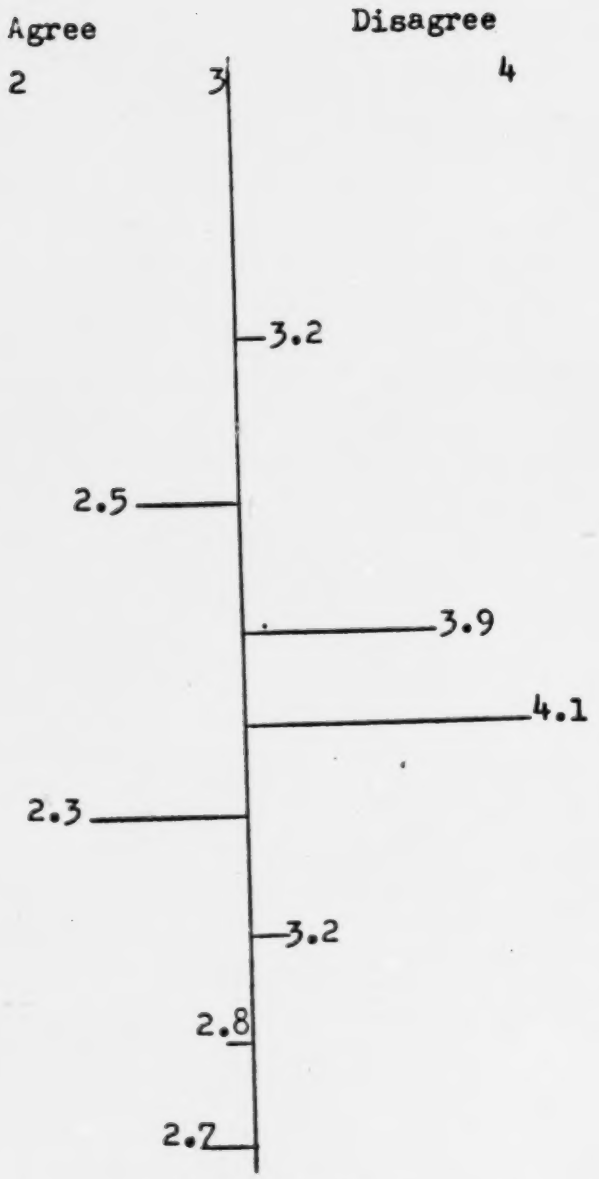
2. Should the Psychology Department seek student advice on:

   A. inviting speakers or guest lecturers
   B. curriculum planning
   C. choosing Summer Session courses
   D. promotions tenure and merit pay for faculty

3. The Psychology program at LSU would be improved if:

   A. grades were abolished
   B. students spent more time in field placement and community service
   C. there were less emphasis on specialized training and more on a broad liberal education
   D. there were more laboratory work and more emphasis on theory, statistics, and research

TABLE V. Student Opinions About the Psychology Department



4. Do you believe that:

   A. majors should take as many psychology courses as possible, even if they miss other areas

   B. the Psychology curriculum should place more emphasis on practical training, job related courses and community services and less on research and theory

   C. General Psychology is a waste of time and majors should skip it and go directly to upper division courses

   D. Human Adjustment is a waste of time and majors should skip it

   E. Human Adjustment should be taught in small sensitivity groups rather than lectures

   F. Human Adjustment should emphasize analysis and improvement of the students personality rather than theory

   G. all psychology majors should be required to take a seminar in their Senior year

5. Do you believe a Psychology Club would be useful and interesting to you

   What should the activities of the Club be?

	Mentioned By
A. Field trips, learn what psychologists do	35%
B. Student participation, advice on curriculum	11%
C. Social, meet faculty and other students	5%
D. Other, unclassified	5%
E. Investigate employment opportunities, assist getting jobs	4%

TABLE V. (continued) Student Opinions About the Psychology Department

APPENDIX

I. The Survey Questionnaire: "Follow Up Survey of Psychology Graduates"
pp. 6 - 11

II. Usefulness of Psychology Courses as Rated by Graduates and Undergraduates, Majors and Minors
pp. 12 - 16

III. Complete Results: Analysis of Responses by Graduates and Undergraduates, Majors and Minors, and Taken or Not Taken Course.
pp. 17 - 30

FOLLOW UP SURVEY OF PSYCHOLOGY GRADUATES

NAME _____ DATE GRADUATED _____

*ADDRESS _____ MINOR(S) AT LSU _____

_____ (OTHER MAJOR) _____

* PLEASE USE THE ADDRESS AT WHICH MAIL WILL MOST LIKELY REACH YOU IN FUTURE.

AGE____ SEX___ MARITAL STATUS _____ GPA AT LSU _____

GRADUATE STUDY – IF YOU HAVE TAKEN ANY COURSES IN ANY AREA (NOT JUST PSYCHOLOGY) SINCE GRADUATING FROM LSU, PLEASE LIST BELOW.

SCHOOL	MAJOR & MINOR	DATES	HOURS COMPL.	DEGREE & DATE

SOURCES OF FINANCIAL AID FOR GRADUATE STUDY – IF YOU HAVE WON ANY SCHOLARSHIPS, GRANTS, TEACHING OR RESEARCH ASSISTANTSHIPS, PLEASE LIST THEM BELOW. ALSO, LIST YOUR MAJOR SOURCES OF SUPPORT FOR GRADUATE STUDY, IF OTHER THAN ABOVE.

SCHOOL	TYPE OF ASSISTANCE	DATES	AMOUNTS	SOURCE

EMPLOYMENT – PLEASE LIST BELOW ALL EMPLOYMENT SINCE GRADUATING FROM LSU, WHETHER PSYCHOLOGY-RELATED OR NOT, AND INCLUDING SUMMER EMPLOYMENT. IF YOU WERE UNEMPLOYED OR A FULL TIME HOUSEWIFE, LIST THAT ALSO. USE THE BACK OF THE PAGE IF NEED ADDITIONAL SPACE.

DATES	EMPLOYER	TYPE OF WORK

USEFULNESS OF YOUR UNDERGRADUATE PSYCHOLOGY COURSES

THE PSYCHOLOGY DEPARTMENT SERVES STUDENTS WITH MANY DIFFERENT FUTURE GOALS, SUCH AS EMPLOYMENT OR GRADUATE STUDY IN PSYCHOLOGY OR NON-PSYCHOLOGY AREAS AND MARRIAGE. TO BETTER ADVISE PRESENT STUDENTS AS TO WHICH COURSES WILL PROBABLY BE MOST USEFUL TO THEM, WE WISH TO KNOW WHICH COURSES HAVE PROVED MOST USEFUL TO GRADUATES AND IN WHAT AREAS THEY HAVE BEEN USEFUL. LISTED BELOW ARE THE PSYCHOLOGY COURSES TAUGHT OR UNDER CONSIDERATION AT LSU. FOR EACH COURSE, PLEASE RATE HOW USEFUL THE COURSE HAS BEEN OR MIGHT HAVE BEEN IN YOUR SUBSEQUENT STUDY, EMPLOYMENT OR OTHER EXPERIENCES. MARK WITH AN ASTERISK THOSE COURSES WHICH YOU TOOK AS AN UNDERGRADUATE AT LSU. PLEASE RATE COURSES YOU DID NOT TAKE BY ESTIMATING ON THE BASIS OF YOUR EXPERIENCE SINCE GRADUATION HOW USEFUL A COURSE IN THAT AREA MIGHT HAVE BEEN.

IN THE LAST THREE COLUMNS, PLEASE CIRCLE THE AREA IN WHICH THE COURSE WAS USEFUL TO YOU- STUDY, EMPLOYMENT OR OTHER AREAS. CIRCLE ALL THE AREAS THE COURSE WAS USEFUL IN, OR IF IT WAS NOT USEFUL, OMIT THIS.

RATING OF USEFULNESS

1. VERY USEFUL. A GREAT HELP IN WORK OR GRADUATE STUDY.
2. QUITE USEFUL. DIRECTLY RELEVANT TO MY FUTURE STUDY OR WORK.
3. MODERATELY USEFUL. SOME RELEVANCE TO MY STUDY OR WORK.
4. LITTLE USE. I GOT LITTLE OUT OF COURSE.
5. WASTE OF TIME. NO USE OR RELEVANCE TO MY WORK OR STUDY.

1 - 2 - 3 - 4 - 5

AREA OF USEFULNESS AND INTEREST

S - GRADUATE STUDY, OTHER STUDY
E - EMPLOYMENT, COMMUNITY SERVICE
O - OTHER - MARRIAGE, CHILD REARING

S - E - O

COURSE	USEFULNESS	AREA OF USE
GENERAL PSYCHOLOGY	1—2—3—4—5	S—E—O
HUMAN ADJUSTMENT	1—2—3—4—5	S—E—O
STATISTICS	1—2—3—4—5	S—E—O
EXPERIMENTAL PSYCHOLOGY	1—2—3—4—5	S—E—O
INDIVIDUAL DIFFERENCES	1—2—3—4—5	S—E—O
CHILD DEVELOPMENT	1—2—3—4—5	S—E—O
ADOLESCENT DEVELOPMENT	1—2—3—4—5	S—E—O
LEARNING - EDUCATIONAL PSYCHOLOGY	1—2—3—4—5	S—E—O
HUMAN LEARNING - LEARNING THEORY	1—2—3—4—5	S—E—O
INTRODUCTION TO PSYCHOLOGICAL TESTING	1—2—3—4—5	S—E—O
PERSONALITY THEORY	1—2—3—4—5	S—E—O
ABNORMAL PSYCHOLOGY	1—2—3—4—5	S—E—O
NATURE AND NEEDS OF THE DISTURBED CHILD	1—2—3—4—5	S—E—O
SOCIAL PSYCHOLOGY	1—2—3—4—5	S—E—O
GROUP DYNAMICS	1—2—3—4—5	S—E—O
INDUSTRIAL PSYCHOLOGY	1—2—3—4—5	S—E—O
PSYSIOLOGICAL PSYCHOLOGY	1—2—3—4—5	S—E—O
COMPARITIVE PSYCHOLOGY	1—2—3—4—5	S—E—O
PERCEPTION	1—2—3—4—5	S—E—O
MOTIVATION	1—2—3—4—5	S—E—O

RESEARCH FOUNDATIONS	1—2—3—4—5	S—E—O
INDIVIDUAL RESEARCH PROJECT	1—2—3—4—5	S—E—O
HISTORY AND SYSTEMS	1—2—3—4—5	S—E—O
SEMINAR IN PSYCHOLOGY	1—2—3—4—5	S—E—O

AMOUNT OF WORK IN PSYCHOLOGY COURSES

PLEASE RATE THE FOLLOWING COURSES AS TO WHETHER THEY WERE TOO DEMANDING OR NOT DEMANDING ENOUGH FOR YOU. WE ARE CONCERNED THAT THEY MAY NOT BE FULLY MEETING THE NEEDS OF STUDENTS. IN THE LAST THREE COLUMNS CIRCLE THE APPROPRIATE LETTER IF YOU FEEL THE COURSE SHOULD HAVE MORE OUTSIDE READING, MORE FIELD OR LABORATORY WORK OR MORE INFORMATION AND IDEAS PRESENTED. USE THE SCALES BELOW AND CIRCLE THE NUMBER OR LETTER WHICH BEST REPRESENTS YOUR FEELINGS. WE WOULD LIKE TO HEAR YOUR FRANK COMMENTS ON THESE OR OTHER COURSES. USE THE BOTTOM OF THE PAGE OR THE BACK. PLEASE OMIT COURSES YOU DID NOT TAKE.

DIFFICULTY OF COURSE

1— TOO LITTLE SUBSTANCE, TOO EASY.
2— A LITTLE TO EASY.
3— ABOUT RIGHT.
4— A LITTLE TOO DIFFICULT.
5— TOO DIFFICULT, TOO HARD TO FOLLOW, TOO MUCH WORK.

1—2—3—4—5

COURSE SHOULD HAVE MORE

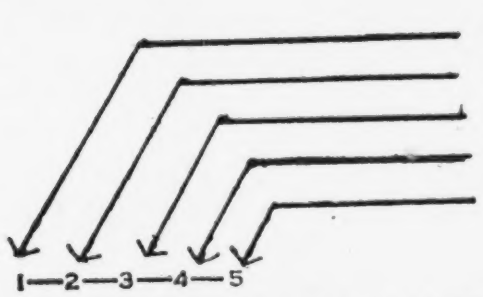
R— OUTSIDE READING IN JOURNALS AND BOOKS
F— FIELD OR LABORATORY WORK, TRIPS, DEMONSTRATIONS
I— INFORMATION, IDEAS PRESENTED IN LECTURES, READING

R—F—I

COURSE	DIFFICULTY	NEEDS MORE
GENERAL PSYCHOLOGY	1—2—3—4—5	R—F—I
HUMAN ADJUSTMENT	1—2—3—4—5	R—F—I
LEARNING-EDUCATIONAL PSYCHOLOGY	1—2—3—4—5	R—F—I
CHILD DEVELOPMENT	1—2—3—4—5	R—F—I
EXPERIMENTAL PSYCHOLOGY	1—2—3—4—5	R—F—I
INDIVIDUAL DIFFERENCES	1—2—3—4—5	R—F—I
INTRO TO PSYCHOLOGICAL TESTING	1—2—3—4—5	R—F—I
SOCIAL PSYCHOLOGY	1—2—3—4—5	R—F—I
ABNORMAL PSYCHOLOGY	1—2—3—4—5	R—F—I

DO YOU HAVE ANY COMMENTS, THE FRANKER THE BETTER, ABOUT THESE OR OTHER PSYCHOLOGY COURSES? DO YOU HAVE ANY SUGGESTIONS AS TO HOW ANY OF THE COURSES MIGHT HAVE BEEN MADE MORE USEFUL OR INTERESTING TO YOU? (USE BACK OF PAGE IF YOU NEED MORE SPACE.)

PLEASE INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH EACH OF THE FOLLOWING STATEMENTS ABOUT STUDY AT LA CROSSE STATE UNIVERSITY. CIRCLE THE NUMBER WHICH BEST REPRESENTS YOUR VIEWS.



	AGREE DISAGREE
1. MOST UNDERGRADUATES ARE MATURE ENOUGH TO BE GIVEN MORE RESPONSIBILITY FOR THEIR EDUCATION.	1—2—3—4—5
TO GIVE STUDENTS MORE RESPONSIBILITY, THERE SHOULD BE	
A. NO REQUIRED COURSES OR OTHER REQUIREMENTS	1—2—3—4—5
B. MORE INDEPENDENT STUDY COURSES, (NO LECTURES, JUST SELF STUDY)	
C. AN HONORS PROGRAM OF INDEPENDENT STUDY	1—2—3—4—5
COULD YOU SUGGEST OTHER WAYS?	
2. THE PSYCHOLOGY DEPARTMENT SHOULD INVITE STUDENT PARTICIPATION IN ACADEMIC DECISIONS.	1—2—3—4—5
THE DEPARTMENT SHOULD SEEK STUDENT ADVICE ON	
A. INVITING SPEAKERS OR GUEST LECTURERS	1—2—3—4—5
B. CURRICULUM PLANNING (TYPE AND CONTENT OF COURSES)	1—2—3—4—5
C. CHOOSING SUMMER SESSION COURSES	1—2—3—4—5
D. PROMOTIONS, TENURE AND MERIT PAY FOR FACULTY	1—2—3—4—5
COULD YOU SUGGEST OTHER AREAS?	
3. THE PSYCHOLOGY PROGRAM AT LSU WOULD BE IMPROVED IF	
A. GRADES WERE ABOLISHED	1—2—3—4—5
B. STUDENTS WERE REQUIRED TO SPEND MORE TIME IN FIELD PLACEMENT AND COMMUNITY SERVICE	1—2—3—4—5
C. THERE WERE LESS EMPHASIS ON SPECIALIZED TRAINING AND MORE ON A BROAD LIBERAL EDUCATION	1—2—3—4—5
D. THERE WERE MORE LABORATORY WORK AND MORE EMPHASIS ON THEORY, STATISTICS AND RESEARCH METHODS	1—2—3—4—5
COULD YOU SUGGEST OTHER WAYS?	
4. STUDENTS PLANNING GRADUATE STUDY OR WORK IN PSYCHOLOGY SHOULD TAKE AS MANY PSYCHOLOGY COURSES AS POSSIBLE, EVEN IF THEY MISS OTHER AREAS.	1—2—3—4—5
5. THE PSYCHOLOGY CURRICULUM AT LSU HAS SUFFERED FROM THE SPECIALIZATION OF FACULTY MEMBERS.	1—2—3—4—5
6. I WAS BASICALLY SATISFIED WITH THE TRAINING IN PSYCHOLOGY I RECEIVED AT LSU.	1—2—3—4—5
7. THE PSYCHOLOGY FACULTY AT LSU SHOULD PERSONALLY INVOLVE THEMSELVES MORE WITH THEIR STUDENTS.	1—2—3—4—5

8. I FELT THE PSYCHOLOGY FACULTY AT LSU WERE STRONGLY INTERESTED IN THE ACADEMIC PROBLEMS OF STUDENTS. 1—2—3—4—5

9. THE PSYCHOLOGY CURRICULUM AT LSU SHOULD PLACE MORE EMPHASIS ON PRACTICAL TRAINING, JOB-RELATED COURSES AND COMMUNITY SERVICE AND LESS ON RESEARCH AND THEORY. 1—2—3—4—5

10. DO YOU AGREE THAT GENERAL PSYCHOLOGY IS A WASTE OF TIME FOR PSYCHOLOGY MAJORS AND THAT THEY SHOULD SKIP IT AND GO DIRECTLY TO UPPER DIVISION COURSES? 1—2—3—4—5

11. IF YOU TOOK HUMAN ADJUSTMENT, DO YOU AGREE THAT IT HELPED YOU TO BETTER UNDERSTAND YOUR PERSONALITY AND THAT OF OTHERS? 1—2—3—4—5

IN REGARD TO PSYCHOLOGY OF HUMAN ADJUSTMENT, DO YOU AGREE THAT

A. IT HELPED YOU TO BETTER UNDERSTAND YOUR PERSONALITY AND THAT OF OTHERS. 1—2—3—4—5

B. IT WAS A WASTE OF TIME AND SHOULD BE SKIPPED BY PSYCHOLOGY MAJORS. 1—2—3—4—5

C. IT SHOULD BE TAUGHT IN SMALL THERAPY OR SENSITIVITY GROUPS, RATHER THAN LECTURES. 1—2—3—4—5

D. IT SHOULD EMPHASIZE THE ANALYSIS AND IMPROVEMENT OF THE STUDENT'S PERSONALITY RATHER THAN THEORY. 1—2—3—4—5

HOW DO YOU THINK THE COURSE COULD BE IMPROVED?

12. VERY FEW STUDENTS TAKE THE SEMINAR IN THEIR SENIOR YEAR. DO YOU AGREE THAT ALL MAJORS SHOULD BE REQUIRED TO TAKE A PSYCHOLOGY SEMINAR IN THEIR SENIOR YEAR? 1—2—3—4—5

WHAT SHOULD SUCH A SEMINAR EMPHASIZE?
____RECENT RESEARCH____BROAD INTEGRATION___A SPECIALIZED AREA

13. SEVERAL YEARS AGO THE PSYCHOLOGY DEPARTMENT ENCOURAGED THE FORMATION OF A STUDENT PSYCHOLOGY CLUB, BUT IT DID NOT LAST. DO YOU AGREE THAT A PSYCHOLOGY CLUB WOULD HAVE BEEN USEFUL AND INTERESTING TO YOU? 1—2—3—4—5

WHAT SHOULD THE ACTIVITIES OF A PSYCHOLOGY CLUB BE?

14. THE PSYCHOLOGY DEPARTMENT HAS 9 FULL TIME MEMBERS THIS YEAR AND WILL HAVE 12 NEXT YEAR. DO YOU AGREE THAT RAPID EXPANSION OF STAFF AND NUMBER OF COURSES BEST SERVES THE INTERESTS OF STUDENTS? 1—2—3—4—5

TO MEET ALL THE NEEDS OF STUDENTS, PERSONAL AND ACADEMIC, WHAT DO YOU THINK WOULD BE THE BEST SIZE FOR THE PSYCHOLOGY DEPARTMENT?

_____ SMALL (5—10)
_____ MEDIUM (10—15)
_____ LARGE (15—25)
_____ VERY LARGE (25)

15. WHAT KIND OF HELP DID YOU RECEIVE IN PLANNING YOUR POST-COLLEGE ACTIVITIES FROM COLLEGE FACULTY, ADMINISTRATORS OR OTHERS? WAS IT USEFUL?

IN WHAT WAYS COULD THE FACULTY OR ADMINISTRATION BEEN MORE HELPFUL?

USEFULNESS OF COURSE

Quite — Moderate — Little

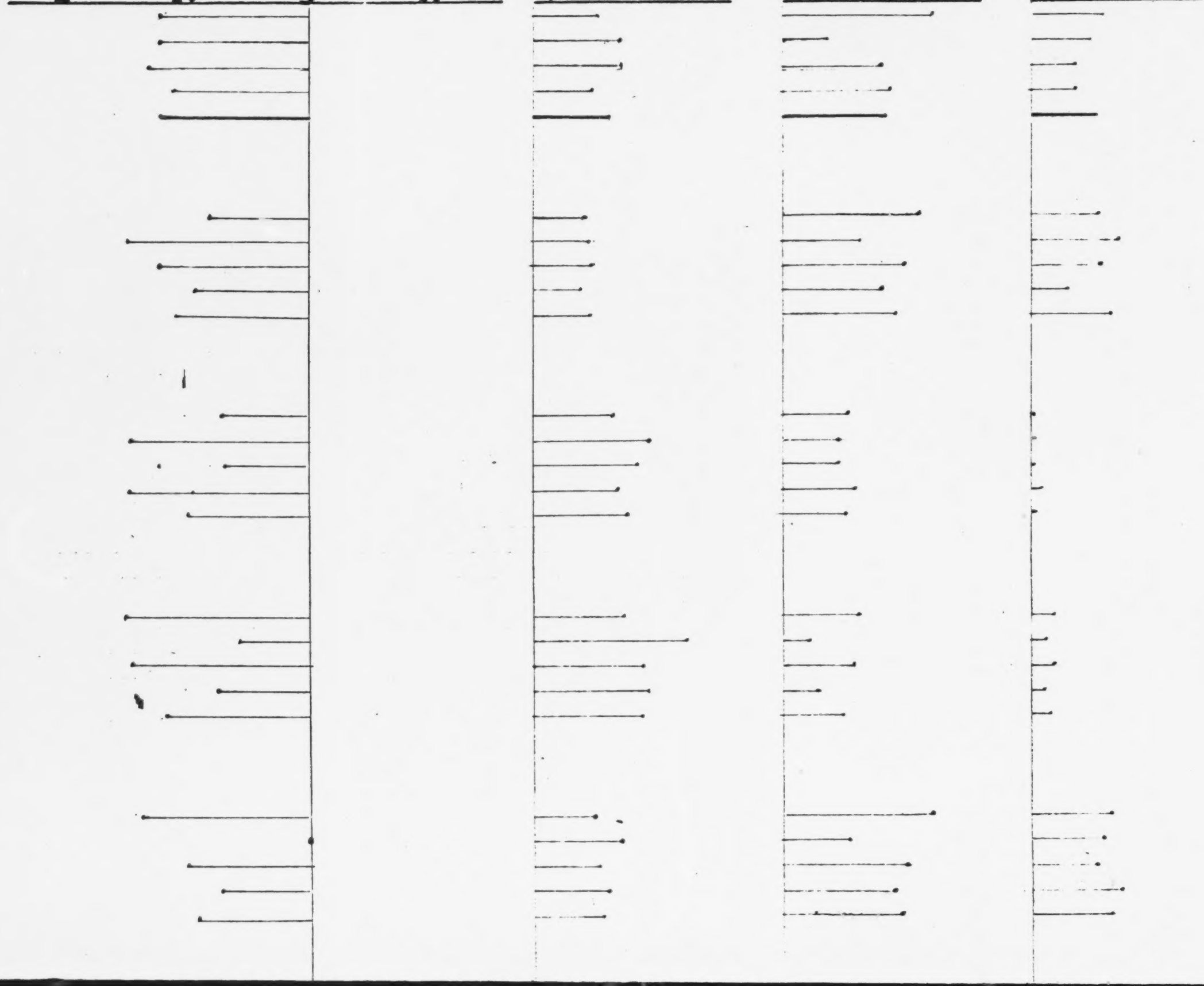
2 — 2.5 — 3 — 3.5

AREA OF USE

Study — Employment — Other

10% — 50% — 90%

Course	Group	N
GEN	G	7
	U	5
	Mj	
	Mn	
	Total	
ADJ.	G	
	U	
	Mj	
	Mn	
	Total	
STAT.	G	
	U	
	Mj	
	Mn	
	Total	
EXPER.	G	
	U	
	Mj	
	Mn	
	Total	
DIFF	G	
	U	
	Mj	
	Mn	
	Total	



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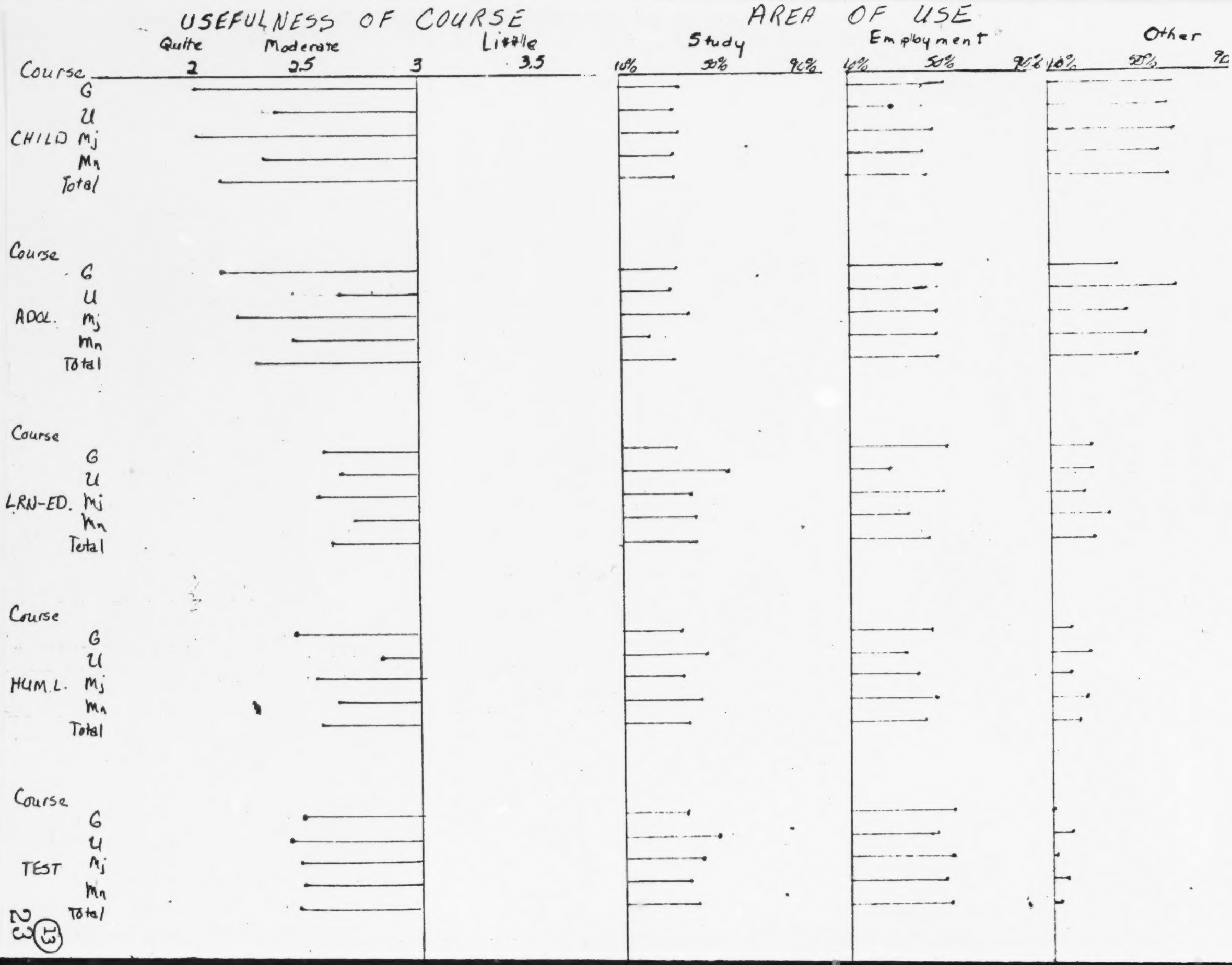
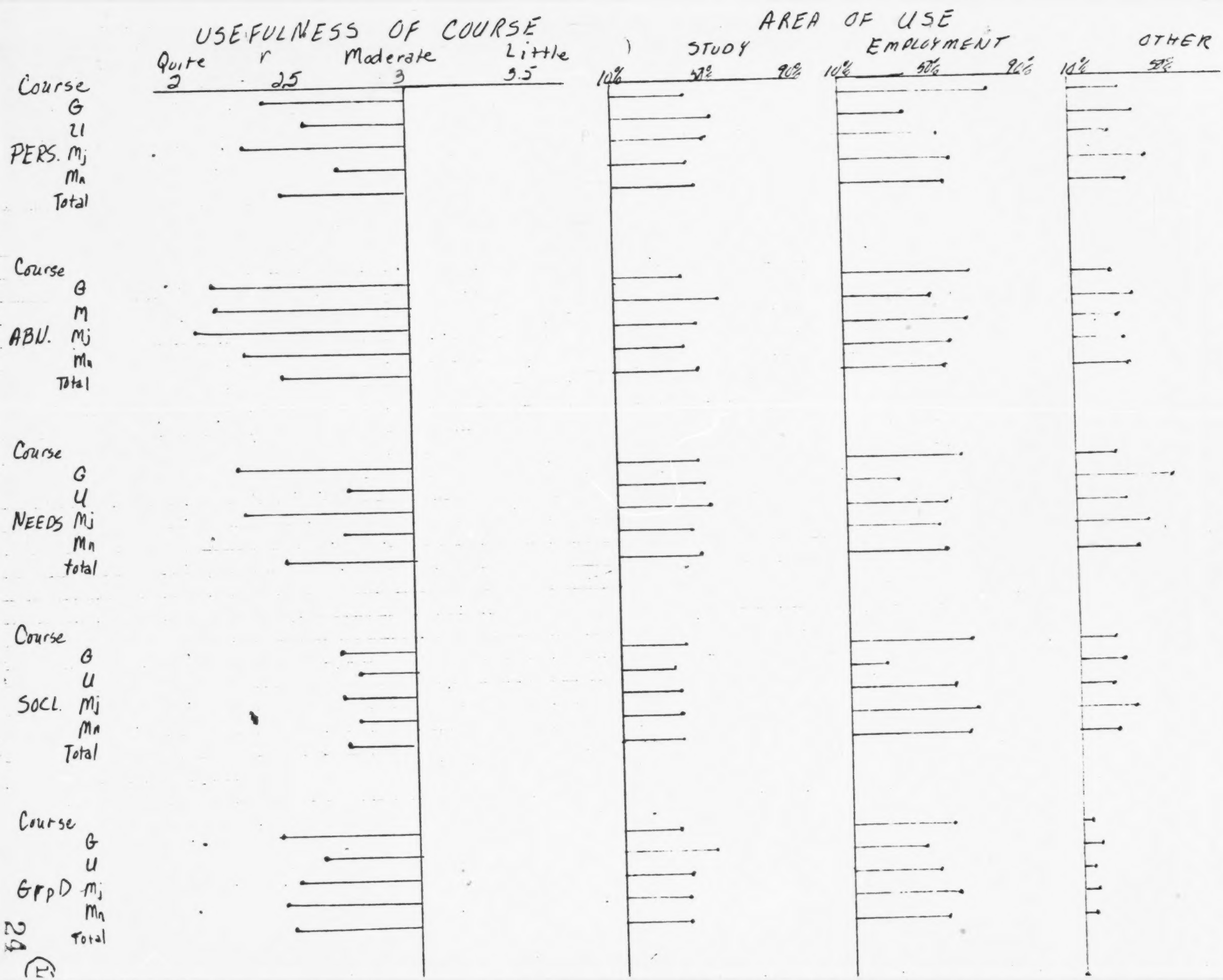

USEFULNESS OF COURSE
Quite
Moderate
Little
2
2.5
3
3.5
Course
CHILD
ADOL.
LRN-ED.
HUM.L.
TEST
G
U
Mj
Mn
Total
AREA OF USE
Study
Employment
Other
10%
50%
90%


USEFULNESS OF COURSE
Quite
Moderate
Little
2
2.5
3
3.5
AREA OF USE
STUDY
EMPLOYMENT
OTHER
10%
50%
90%
Course
G
U
PERS. Mj
Mn
Total
Course
G
M
ABN. Mj
Mn
Total
Course
G
U
NEEDS Mj
Mn
total
Course
G
U
SOCL. Mj
Mn
Total
Course
G
U
GRPD Mj
Mn
Total

USEFULNESS OF COURSE

Quite 2 — 2.5 — Moderate 3 — 3.5 Little

AREA OF USE

STUDY 1% — 4% — 9%

EMPLOYMENT 1% — 5% — 9%

OTHER 1% — 5% — 9

Course

G
U
INDUST. Mj
Mn
Total

Course

G
U
PHYSIOL. Mj
Mn
Total

Course

G
U
COMP Mj
Mn
Total

Course

G
U
PERCEP Mj
Mn
Total

Course

G
U
MOT. Mj
Mn
Total

USEFULNESS OF COURSE

AREA OF USEFULNESS

Quite 2 — 2.5 — Moderate 3 — Little 3.5

Study — Employment — Other — 16% — 50% — 90%

Course

RESF. G, U, Mj, Mn, Total

Course

PROJ. G, U, Mj, Mn, Total

Course

HIST. G, U, Mi, Mn, Total

Course

SEM. G, U, Mi, Mn, Total

Course

G, U, Mi, Mn, Total

A STUDY OF ATTITUDES OF PSYCHOLOGY STUDENTS AND GRADUATES

AREA OF USEFULNESS AND INTEREST

Course	Group	N	$\bar{X}$ All	Group	N	$\bar{X}$ All	S-%		E-%		O-%	
General	Gm	48	2.35	All G	74	2.40	40	36	64	70	31	39
	Gmn	26	2.50				31		81		54	
	Ugm	27	2.37	All U	58	2.40	56	45	26	28	22	33
	Ugmn	31	2.42				35		29		42	
	Total	132	2.40				40		52		36	
	Group	N	Taken	Group	N	Taken	S-%		E-%		O-%	
	Gm	42	2.28	All G	61	2.26	35	33	62	67	31	38
	Gmn	19	2.21				26		79		53	
	Ugm	10	2.50	All U	23	2.48	40	39	40	35	30	39
	Ugmn	13	2.46				38		31		46	
	Total	84	2.32				34		58		38	
			All									
Adjust-ment	Gm	47	2.49	All G	73	2.60	32	30	72	66	38	38
	Gmn	26	2.81				27		54		38	
	Ugm	26	2.23	All U	56	2.27	38	34	35	41	38	45
	Ugmn	30	2.30				30		47		50	
	Total	129	2.46				32		55		41	
			Taken									
	Gm	38	2.50	All G	54	2.56	32	31	74	70	39	41
	Gmn	16	2.69				31		62		44	
	Ugm	11	2.73	All U	21	2.57	36	28	36	43	45	52
	Ugmn	10	2.40				20		50		60	
	Total	75	2.56				31		63		44	

Code:
- **All** — All persons responding to the question in the specified group. ie. (G, Gm, Gmn, etc.)
- **G** — Graduates
- **Gm** — Graduate Psychology Majors
- **Gmn** — Graduate Psychology Minors
- **N** — All persons responding to the particular question.
- **Taken** — Responses of only those persons who indicated they had taken the specific course.
- **Total** — All persons responding to the questionnaire.
- **U** — Undergraduates
- **Ugm** — Undergraduate Psychology Majors
- **Ugmn** — Undergraduate Psychology Minors

(Area of Usefulness and Interest)

Course	Group	N	$\bar{X}$ All	Group	N	$\bar{X}$ All	S-%		E-%		O-%	
Statistics	Gm	48	2.85	All G	73	2.65	46	42	35	37	4	3
	Gmn	25	2.28				36		40		--	
	Ugm	23	2.30	All U	44	2.29	61	57	26	32	4	9
	Ugmn	21	2.28				52		38		14	
	Total	117	2.51				48		35		5	
			Taken									
	Gm	39	3.02	All G	53	2.82	44	42	36	40	5	4
	Gmn	14	2.28				36		50		--	
	Ugm	9	2.44	All U	17	2.29	67	53	33	47	11	12
	Ugmn	8	2.12				38		62		12	
	Total	70	2.69				44		41		6	
			All									
Experimental	Gm	48	2.10	All G	72	2.27	46	46	44	40	21	19
	Gmn	24	2.62				46		33		17	
	Ugm	20	2.75	All U	35	2.72	70	71	30	20	15	14
	Ugmn	15	2.67				73		7		13	
	Total	107	2.42				54		34		18	
			Taken									
	Gm	41	2.20	All G	46	2.16	44	43	46	46	22	22
	Gmn	5	1.80				40		40		20	
	Ugm	8	2.88	All U	13	2.46	50	46	50	46	25	23
	Ugmn	5	1.80				40		40		20	
	Total	59	2.23				42		46		22	
			All									
Differences	Gm	46	2.26	All G	70	2.33	33	34	70	70	35	41
	Gmn	24	2.46				38		71		54	
	Ugm	19	3.10	All U	38	3.00	47	45	37	37	42	39
	Ugmn	19	2.89				42		37		37	
	Total	108	2.56				38		58		41	
			Taken									
	Gm	32	2.19	All G	47	2.26	34	34	72	72	31	38
	Gmn	15	2.40				33		73		53	
	Ugm	3	2.67	All U	8	2.88	33	25	33	50	67	38
	Ugmn	5	3.00				20		60		20	
	Total	55	2.35				33		69		38	

(Area of Usefulness and Interest)

Course	Group	N	$\bar{X}$ All	Group	N	$\bar{X}$ All	S-%		E-%		O-%	
Child Dev.	Gm	46	1.89	All G	72	2.01	35	35	56	54	61	63
	Gmn	26	2.23				35		50		65	
	Ugm	18	2.33	All U	33	2.38	39	33	28	30	72	61
	Ugmn	15	2.45				27		33		47	
	Total	105	2.13				34		47		62	
			Taken									
	Gm	34	1.94	All G	45	1.91	35	40	56	58	65	69
	Gmn	11	1.82				54		64		82	
	Ugm	7	2.86	All U	11	2.46	43	27	28	45	100	91
	Ugmn	4	1.75				--		75		75	
	Total	56	2.02				38		55		73	
			All									
Adol. Dev.	Gm	45	2.00	All G	67	2.13	38	34	53	52	38	40
	Gmn	22	2.41				27		50		45	
	Ugm	15	2.80	All U	29	2.66	47	31	40	45	67	66
	Ugmn	14	2.50				14		50		64	
	Total	96	2.29				33		50		48	
			Taken									
	Gm	17	1.65	All G	22	1.82	35	32	76	73	53	54
	Gmn	5	2.40				20		60		60	
	Ugm	4	2.50	All U	12	2.25	25	17	75	67	100	75
	Ugmn	8	2.12				12		62		62	
	Total	34	1.97				26		70		62	
			All									
Lrn.- Educ.	Gm	44	2.48	All G	68	2.59	34		61		23	
	Gmn	24	2.79				33		42		42	
	Ugm	18	2.72	All U	35	2.66	56		28		28	
	Ugmn	17	2.59				58		29		29	
	Total	103	2.61				42		46		29	
			Taken									
	Gm	21	2.33	All G	27	2.52	38		67		33	
	Gmn	6	3.17				33		33		17	
	Ugm	4	3.25	All U	7	3.14	25		25		50	
	Ugmn	3	3.00				--		33		33	
	Total	34	2.65				32		53		32	

(Area of Usefulness and Interest)

Course	Group	N	$\bar{X}$ All	Group	N	$\bar{X}$ All	S-%	E-%	O-%
Human Lrn.	Gm	42	2.38	All G	64	2.45	36	43	14
	Gmn	22	2.59				36	54	27
	Ugm	13	3.00	All U	26	2.84	38	31	31
	Ugmn	13	2.69				54	38	23
	Total	90	2.56				39	43	21
			Taken						
	Gm	7	3.00	All G	11	2.73	57	28	28
	Gmn	4	2.25				25	100	25
	Ugm	1	3.00	All U	2	2.50	100	--	--
	Ugmn	1	2.00				--	100	--
	Total	13	2.69				46	54	23
			All						
Testing	Gm	43	2.51	All G	64	2.48	40	60	12
	Gmn	21	2.43				33	52	10
	Ugm	18	2.33	All U	33	2.42	56	44	11
	Ugmn	15	2.53				47	53	27
	Total	97	2.46				42	55	13
			Taken						
	Gm	23	2.09	All G	25	2.24	39	65	17
	Gmn	2	4.00				--	50	--
	Ugm	5	2.40	All U	7	2.43	40	40	20
	Ugmn	2	2.50				--	50	100
	Total	32	2.28				34	59	22
			All						
Person-ality	Gm	45	2.29	All G	70	2.39	47	58	27
	Gmn	25	2.56				36	68	40
	Ugm	19	2.26	All U	34	2.56	58	37	32
	Ugmn	15	2.93				53	40	47
	Total	104	2.44				47	54	34
			Taken						
	Gm	21	2.67	All G	28	2.64	43	67	38
	Gmn	7	2.57				14	86	43
	Ugm	5	2.20	All U	10	2.80	60	20	40
	Ugmn	5	3.40				40	20	60
	Total	38	2.68				39	58	42

(Area of Usefulness and Interest)

Course	Group	N	$\bar{X}$ All	Group	N	$\bar{X}$ All	S-%	E-%	O-%
Abnormal	Gm	46	2.00	All G	70	2.13	43	67	28
	Gmn	24	2.38				33	63	29
	Ugm	14	2.21	All U	27	2.15	57	50	36
	Ugmn	13	2.08				54	46	38
	Total	97	2.14				44	61	31
			Taken			Taken			
	Gm	31	1.97	All G	41	1.98	35	67	32
	Gmn	10	2.00				30	90	10
	Ugm	4	2.00	All U	8	2.00	25	50	50
	Ugmn	4	2.00				50	76	76
	Total	49	1.98				35	71	33
			All			All			
Needs	Gm	43	2.14	All G	65	2.24	49	58	28
	Gmn	22	2.45				41	64	32
	Ugm	13	2.69	All U	25	2.92	54	38	46
	Ugmn	12	3.17				42	25	58
	Total	90	2.43				47	52	36
			Taken			Taken			
	Gm	15	1.80	All G	17	1.76	67	73	40
	Gmn	2	1.50				50	100	--
	Ugm	--	- --	All U	1	2.00	--	--	--
	Ugmn	1	2.00				--	--	100
	Total	18	1.77				61	72	39
			All			All			
Social	Gm	47	2.76	All G	70	2.68	36	57	28
	Gmn	23	2.52				43	78	26
	Ugm	16	2.44	All U	33	2.76	38	56	19
	Ugmn	17	3.06				29	53	41
	Total	103	2.70				37	61	28
			Taken			Taken			
	Gm	26	2.69	All G	37	2.59	38	65	27
	Gmn	11	2.36				54	73	27
	Ugm	6	3.17	All U	14	2.93	17	50	33
	Ugmn	8	2.75				12	38	38
	Total	51	2.68				35	61	29

(Area of Usefulness and Interest)

Course	Group	N	$\bar{X}$ All	Group	N	$\bar{X}$ All	S-%	E-%	O-%
Group Dyn.	Gm	41	2.44	All G	62	2.40	39	49	12
	Gmn	21	2.33				29	67	19
	Ugm	9	2.67	All U	22	2.59	44	44	22
	Ugmn	13	2.54				54	38	15
	Total	84	2.45				39	51	15
			Taken			Taken			
	Gm	1	4.00	All G	3	3.00	--	--	--
	Gmn	2	2.50				--	100	50
	Ugm	--	- --	All U	2	1.50	--	--	--
	Ugmn	2	1.50				100	50	--
	Total	5	2.40				40	60	20
			All			All			
Indus-trial	Gm	41	3.41	All G	62	3.24	27	36	5
	Gmn	21	2.90				19	52	5
	Ugm	9	2.78	All U	20	2.25	22	67	--
	Ugmn	11	1.82				36	54	9
	Total	82	3.00				26	46	5
			Taken			Taken			
	Gm	1	5.00	All G	1	5.00	--	--	--
	Gmn	--	- --				--	--	--
	Ugm	--	- --	All U	--	- --	--	--	--
	Ugmn	--	- --				--	--	--
	Total	1	5.00				--	--	--
			All			All			
Physiol.	Gm	44	2.52	All G	65	2.63	36	34	4
	Gmn	21	2.86				43	38	24
	Ugm	10	3.40	All U	21	3.05	70	30	10
	Ugmn	11	2.73				64	18	18
	Total	86	2.73				45	32	12
			Taken			Taken			
	Gm	14	1.78	All G	16	1.81	43	57	14
	Gmn	2	2.00				--	50	50
	Ugm	--	----	All U	--	- --	--	--	--
	Ugmn	--	- --				--	--	--
	Total	16	1.81				38	56	19

(Area of Usefulness and Interest)

Course	Group	N	$\bar{X}$ All	Group	N	$\bar{X}$ All	S-%	E-%	O-%
Compar-ative	Gm	42	2.71	All G	63	2.82	43	26	10
	Gmn	21	3.05				48	24	10
	Ugm	11	3.00	All U	22	2.64	64	9	9
	Ugmn	11	2.27				54	18	9
	Total	85	2.77				48	22	9
			Taken			Taken			
	Gm	3	2.33	All G	3	2.33	67	--	--
	Gmn	--	- --				--	--	--
	Ugm	--	- --	All U	--	- --	--	--	--
	Ugmn	--	- --				--	--	--
	Total	3	2.33				67	--	--
			All			All			
Percep.	Gm	41	2.29	All G	62	2.37	39	41	17
	Gmn	21	2.52				48	52	28
	Ugm	10	2.70	All U	21	2.62	60	40	30
	Ugmn	11	2.54				64	18	27
	Total	83	2.43				47	41	23
			Taken			Taken			
	Gm	1	4.00	All G	1	4.00	--	--	--
	Gmn	--	- --				--	--	--
	Ugm	--	- --	All U	--	- --	--	--	--
	Ugmn	--	- --				--	--	--
	Total	1	4.00				--	--	--
			All			All			
Motiva-tion	Gm	41	1.93	All G	62	2.05	39	56	24
	Gmn	21	2.28				38	62	38
	Ugm	10	2.80	All U	21	2.62	60	40	40
	Ugmn	11	2.45				64	18	27
	Total	83	2.19				44	51	30
			Taken			Taken			
	Gm	--	- --	All G	--	- --	--	--	--
	Gmn	--	- --				--	--	--
	Ugm	--	- --	All U	--	- --	--	--	--
	Ugmn	--	- --				--	--	--
	Total	--	- --				--	--	--

(Area of Usefulness and Interest)

Course	Group	N	$\bar{X}$ All	Group	N	$\bar{X}$ All	S-%	E-%	O-%
Res. F.	Gm	39	2.72	All G	60	2.82	56	15	8
	Gmn	21	3.00				57	24	10
	Ugm	10	3.00	All U	21	2.66	60	20	10
	Ugmn	11	2.36				73	9	--
	Total	81	2.78				59	16	7
			Taken			Taken			
	Gm	1	1.00	All G	1	1.00	100	--	--
	Gmn	--	- --				--	--	--
	Ugm	--	- --	All U	--	- --	--	--	--
	Ugmn	--	- --				--	--	--
	Total	1	1.00				100	--	--
			All			All			
Project	Gm	41	2.24	All G	63	2.41	56	29	7
	Gmn	22	2.73				59	41	32
	Ugm	10	2.60	All U	21	2.62	70	20	20
	Ugmn	11	2.64				73	18	--
	Total	84	2.46				61	30	14
			Taken			Taken			
	Gm	9	1.67	All G	11	2.00	78	44	11
	Gmn	2	3.50				100	100	100
	Ugm	--	- --	All U	--	- --	--	--	--
	Ugmn	--	- --				--	--	--
	Total	11	2.00				82	54	27
			All			All			
History	Gm	39	3.33	All G	60	3.26	41	13	--
	Gmn	21	3.14				43	24	19
	Ugm	12	3.00	All U	24	2.75	67	17	8
	Ugmn	12	2.50				75	8	--
	Total	84	3.11				50	15	6
			Taken			Taken			
	Gm	1	1.00	All G	1	1.00	100	100	--
	Gmn	--	- --				--	--	--
	Ugm	1	1.00	All U	1	1.00	100	--	--
	Ugmn	--	- --				--	--	--
	Total	2	1.00				100	50	--

(Area of Usefulness and Interest)

Course	Group	N	$\bar{X}$ All	Group	N	$\bar{X}$ All	S-%	E-%	O-%
Seminar	Gm	40	2.08	All G	62	2.13	52	30	12
	Gmn	22	2.23				59	64	36
	Ugm	10	2.40	All U	21	2.28	60	40	10
	Ugmn	11	2.18				73	27	9
	Total	83	2.17				58	40	18
			Taken			Taken			
	Gm	4	1.25	All G	6	1.83	50	25	--
	Gmn	2	3.00				50	100	50
	Ugm	--	- --	All U	--	- --	--	--	--
	Ugmn	--	- --				--	--	--
	Total	6	1.83				50	50	17

DIFFICULTY OF COURSE

Course	Group	N	$\bar{X}$	Group	N	$\bar{X}$	R-%	F-%	I-%
General	Gm	47	4.21	All G	72	3.60	26	45	30
	Gmn	25	2.44				16	28	44
	Ugm	26	2.77	All U	58	2.85	27	50	46
	Ugmn	32	2.91				22	38	19
	Total	130	3.26				23	41	33
Adjust-ment	Gm	44	2.43	All G	67	2.57	32	48	50
	Gmn	23	2.83				13	43	35
	Ugm	25	2.96	All U	57	2.88	24	48	48
	Ugmn	32	2.81				19	34	16
	Total	124	2.71				23	44	38
Lrn.- Educ.	Gm	32	2.72	All G	40	2.63	25	41	41
	Gmn	8	2.25				25	50	12
	Ugm	11	3.27	All U	20	3.20	9	45	27
	Ugmn	9	3.11				22	33	--
	Total	60	2.82				22	42	28
Child Dev.	Gm	42	2.81	All G	60	2.82	21	43	28
	Gmn	18	2.83				28	22	17
	Ugm	17	2.82	All U	28	3.07	35	29	41
	Ugmn	11	3.45				18	--	18
	Total	88	2.90				25	31	27

(Difficulty of Course)

Course	Group	N	$\bar{X}$	Group	N	$\bar{X}$	R-%	F-%	I-%
Experi-	Gm	46	3.13	All G	54	3.15	17	17	17
mental	Gmn	8	3.25				25	--	12
	Ugm	16	3.00	All U	25	2.88	--	31	12
	Ugmn	9	2.67				--	11	56
	Total	79	3.06				13	18	20
Differ-	Gm	40	2.58	All G	58	2.62	35	38	42
ences	Gmn	18	2.72				22	50	28
	Ugm	13	2.69	All U	24	2.67	31	46	62
	Ugmn	11	2.64				27	--	64
	Total	82	2.63				30	36	45
Testing	Gm	30	2.90	All G	34	2.91	7	43	20
	Gmn	4	3.00				--	75	25
	Ugm	14	3.21	All U	22	3.13	14	64	21
	Ugmn	8	3.00				12	12	12
	Total	56	1.23				9	23	20
Social	Gm	36	3.11	All G	51	3.06	25	33	50
	Gmn	15	2.93				40	27	20
	Ugm	14	3.00	All U	28	3.10	14	50	50
	Ugmn	14	3.21				7	50	7
	Total	79	3.07				23	30	44
Abnormal	Gm	41	2.58	All G	55	2.60	22	63	29
	Gmn	14	2.64				36	50	21
	Ugm	8	2.88	All U	15	2.94	38	75	12
	Ugmn	7	3.00				28	14	--
	Total	70	2.67				27	57	23

		Group	N	$\bar{X}$ All	Group	N	$\bar{X}$ All
I	1	Gm	44	2.64	All G	67	2.42
		Gmn	23	2.00			
		Ugm	27	2.70	All U	59	2.90
		Ugmn	32	3.06			
		Total	126	2.64			
	a	Gm	48	3.58	All G	72	3.61
		Gmn	24	3.67			
		Ugm	27	3.26	All U	61	3.29
		Ugmn	34	3.32			
		Total	133	3.46			
	b	Gm	19	2.95	All G	30	2.63
		Gmn	11	2.09			
		Ugm	8	2.62	All U	11	2.63
		Ugmn	3	2.67			
		Total	41	2.63			
	c	Gm	47	3.30	All G	70	2.92
		Gmn	23	2.13			
		Ugm	28	2.39	All U	61	2.59
		Ugmn	33	2.76			
		Total	131	2.77			
II	2	Gm	46	1.85	All G	71	1.79
		Gmn	25	1.68			
		Ugm	25	1.76	All U	56	1.93
		Ugmn	31	2.06			
		Total	127	1.85			
	a	Gm	47	1.72	All G	72	1.71
		Gmn	25	1.68			
		Ugm	28	2.11	All U	62	2.18
		Ugmn	34	2.24			
		Total	134	1.93			
	b	Gm	48	3.60	All G	74	3.01
		Gmn	26	1.92			
		Ugm	28	1.57	All U	62	1.89
		Ugmn	34	2.15			
		Total	136	2.50			
	c	Gm	47	1.62	All G	71	1.58
		Gmn	24	1.50			
		Ugm	27	1.59	All U	60	1.77
		Ugmn	33	1.91			
		Total	131	1.67			

		Group	N	$\bar{X}$ All	Group	N	$\bar{X}$ All
	d	Gm	48	3.96	All G	73	3.84
		Gmn	25	3.60			
		Ugm	28	3.14	All U	60	3.28
		Ugmn	32	3.41			
		Total	133	3.59			
III	a	Gm	47	3.66	All G	72	3.62
		Gmn	25	3.56			
		Ugm	28	3.07	All U	63	2.96
		Ugmn	35	2.88			
		Total	135	3.31			
	b	Gm	48	1.94	All G	73	1.84
		Gmn	25	1.64			
		Ugm	28	1.96	All U	62	2.01
		Ugmn	34	2.06			
		Total	135	1.92			
	c	Gm	48	3.75	All G	73	3.48
		Gmn	25	2.96			
		Ugm	28	3.86	All U	61	3.65
		Ugmn	33	3.48			
		Total	134	3.56			
	d	Gm	48	2.96	All G	73	2.95
		Gmn	25	2.92			
		Ugm	27	3.04	All U	60	2.98
		Ugmn	33	2.94			
		Total	133	2.96			
	4	Gm	45	2.91	All G	71	3.29
		Gmn	26	3.96			
		Ugm	28	3.14	All U	61	3.23
		Ugmn	33	3.30			
		Total	132	3.26			
	5	Gm	48	3.79	All G	74	3.53
		Gmn	26	3.04			
		Ugm	28	3.64	All U	62	3.66
		Ugmn	34	3.68			
		Total	136	3.59			
	6	Gm	48	2.23	All G	74	2.34
		Gmn	26	2.54			
		Ugm	28	2.25	All U	60	2.43
		Ugmn	32	2.59			
		Total	134	2.38			

			$\bar{X}$			$\bar{X}$
	Group	N	All	Group	N	All
7	Gm	48	2.35	All G	74	2.34
	Gmn	26	2.31			
	Ugm	28	2.14	All U	62	2.20
	Ugmn	34	2.26			
	Total	136	2.28			
8	Gm	47	2.83	All G	73	2.82
	Gmn	26	2.81			
	Ugm	28	2.32	All U	63	2.68
	Ugmn	35	2.97			
	Total	136	2.76			
9	Gm	47	2.17	All G	73	2.23
	Gmn	26	2.35			
	Ugm	26	2.38	All U	61	2.64
	Ugmn	35	2.83			
	Total	134	2.42			
10	Gm	48	3.98	All G	74	3.96
	Gmn	26	3.92			
	Ugm	28	4.00	All U	62	3.90
	Ugmn	34	3.82			
	Total	136	3.93			
XI 11	Gm	46	2.67	All G	70	2.55
	Gmn	24	2.33			
	Ugm	27	1.92	All U	60	1.95
	Ugmn	33	1.97			
	Total	130	2.27			
a	Gm	46	2.50	All G	70	2.43
	Gmn	24	2.29			
	Ugm	26	1.92	All U	59	1.93
	Ugmn	33	1.94			
	Total	129	2.20			
b	Gm	46	3.65	All G	70	3.81
	Gmn	24	4.12			
	Ugm	26	4.35	All U	57	4.40
	Ugmn	31	4.45			
	Total	127	4.07			
c	Gm	46	2.22	All G	70	2.22
	Gmn	24	2.21			
	Ugm	27	2.22	All U	58	2.31
	Ugmn	31	2.39			
	Total	128	2.26			

	Group	N	$\bar{X}$ All	Group	N	$\bar{X}$ All
d	Gm	46	3.30	All G	70	3.24
	Gmn	24	3.12			
	Ugm	26	2.88	All U	58	3.08
	Ugmn	32	3.25			
	Total	128	3.17			

							R-%		S-%		I-%	
12	Gm	48	2.92	All G	74	2.76	17	26	27	30	58	50
	Gmn	26	2.46				42		35		35	
	Ugm	26	2.69	All U	60	2.73	35	32	35	35	31	32
	Ugmn	34	2.76				29		35		32	
	Total	134	2.75				28		16		42	

							E-%		O-%		PO-%		S-%		SP-%	
13	Gm	47	2.57	All G	73	2.67	6	4	2	3	36	44	8	7	13	11
	Gmn	26	2.85				--		4		58		4		8	
	Ugm	27	2.63	All U	61	2.77	—	2	11	5	22	24	--	—	22	11
	Ugmn	34	2.88				3		--		26		--		3	
	Total	134	2.72				3		4		35		4		11	

14	Gm	48	1.79	All G	74	1.82
	Gmn	26	1.88			
	Ugm	27	1.44	All U	60	1.62
	Ugmn	33	1.76			
	Total	134	1.73			

						O-%		1-%		2-%		3-%		4-%		5-%	
15	Gm	40	All G	62		15	22	32	27	15	10	12	22	25	18	--	--
	Gmn	22				36		18		--		41		4		--	
	Ugm	16	All U	28		31	54	6	4	19	11	12	14	31	18	--	--
	Ugmn	12				83		--		--		17		--		--	
	Total	90				32		20		10		20		18		--	

						A-%		C-%		D-%		O-%		P-%		T-%	
General	Gm	48	All G	74		46	51	21	23	—	—	6	5	52	57	62	64
Comments	Gmn	26				62		27		--		4		65		65	
	Ugm	29	All U	64		41	30	10	8	48	22	3	5	--	16	62	47
	Ugmn	35				20		6		--		6		28		34	
	Total	138				41		16		10		5		38		57	